



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2009
Code: 10881279
SAU: Lewiston School Department
School: Farwell Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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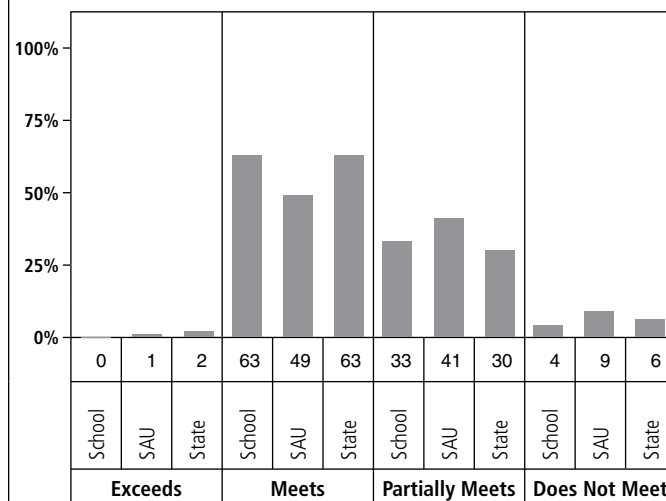
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: Lewiston School Department
School: Farwell Elementary School

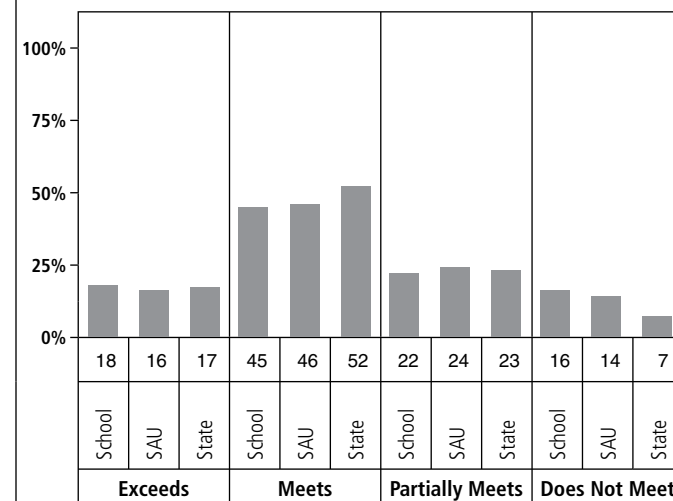
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	340	340	345
2007–2008	342	342	344
2008–2009	343	342	345
Cum. Avg.*	342	341	345
Mathematics			
2006–2007	337	338	347
2007–2008	340	342	347
2008–2009	346	345	348
Cum. Avg.*	341	342	347

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 3
SAU: Lewiston School Department
School: Farwell Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		SAU		State		ELA-Reading						Mathematics						School		SAU		State	
	n %		n %		n %		n %		n %		n %		n %		n %		n %		n %		n %		n %	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	56	100	377	100	13763	100	56	100	376	100	13691	100	56	100	376	100	13691	100						
Ethnicity African American/Black	4	7	95	25	416	3	4	100	95	100	412	99	4	100	95	100	414	100						
American Indian or Native Alaskan	1	2	2	1	102	1	1	100	2	100	101	100	1	100	2	100	101	100						
Asian or Pacific Islander	0	0	2	1	232	2	0	0	2	100	226	97	0	0	2	100	227	98						
Hispanic	2	4	13	3	167	1	2	100	13	100	164	98	2	100	13	100	164	98						
Caucasian/White	49	88	265	70	12846	93	49	100	264	100	12788	100	49	100	264	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	14	25	73	19	2414	18	14	100	72	99	2388	100	14	100	72	99	2388	100						
Current LEP	2	4	85	23	420	3	2	100	85	100	413	98	2	100	85	100	417	99						
Economically disadvantaged	39	70	263	70	5887	43	39	100	262	100	5847	100	39	100	262	100	5846	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						School		SAU		State	
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	42	75	215	57	10316	75	42	75	218	58	10355	75						
Identified disability (PET/IEP)	0	0	3	1	437	4	0	0	3	1	445	4						
LEP	1	2	23	11	192	2	1	2	24	11	193	2						
504 plan	0	0	4	2	83	1	0	0	4	2	83	1						
Participation with accommodations	9	16	154	41	3179	23	9	16	152	40	3152	23						
Identified disability (PET/IEP)	9	100	63	41	1757	55	9	100	63	41	1759	56						
LEP	0	0	60	39	214	7	0	0	60	39	219	7						
504 plan	0	0	3	2	63	2	0	0	3	2	64	2						
Other	0	0	30	19	1192	37	0	0	28	18	1157	37						
Participation through alternate assessment (PAAP)	5	9	6	2	194	1	5	9	6	2	184	1						
Identified disability (PET/IEP)	5	100	6	100	194	100	5	100	6	100	184	100						
LEP	1	20	1	17	5	3	1	20	1	17	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	1	0	2	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	21	0						
Non-participation – other	0	0	1	0	53	0	0	0	1	0	51	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 3
SAU: Lewiston School Department
School: Farwell Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	0	0	4	1	332	2
	2007-2008	0	0	3	1	227	2
	2008-2009	0	0	3	1	262	2
	Cum. Total*	0	0	10	1	821	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	20	50	154	48	8691	63
	2007-2008	23	43	184	49	8403	62
	2008-2009	32	63	179	49	8500	63
	Cum. Total*	75	52	517	48	25594	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	11	28	96	30	3781	27
	2007-2008	29	54	145	38	4018	30
	2008-2009	17	33	152	41	3985	30
	Cum. Total*	57	39	393	37	11784	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	9	23	70	22	1021	7
	2007-2008	2	4	45	12	938	7
	2008-2009	2	4	35	9	748	6
	Cum. Total*	13	9	150	14	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	27.5	59.8	25.7	55.9	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	19.0	59.4	18.0	56.3	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	8.4	60.0	7.7	55.0	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: Lewiston School Department
 School: Farwell Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	51	0	0	32	63	17	33	2	4	343	369	1	49	41	9	342	13495	2	63	30	6	345
Ethnicity																						
African American/Black	3										93	0	20	53	27	336	402	0	40	41	18	339
American Indian or Native Alaskan	1										2						99	0	64	31	5	343
Asian or Pacific Islander	0										2						222	4	63	25	8	345
Hispanic	2										13	0	23	62	15	337	162	0	51	38	10	342
Caucasian/White	45	0	0	28	62	16	36	1	2	344	259	1	59	36	3	344	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	3	33	4	44	2	22	335	66	0	32	58	11	338	2194	0	32	50	18	338
No	42	0	0	29	69	13	31	0	0	345	303	1	52	38	9	343	11301	2	69	26	3	346
Current LEP																						
Yes	1										83	0	16	58	27	335	406	0	39	41	20	339
No	50	0	0	31	62	17	34	2	4	343	286	1	58	36	5	344	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	34	0	0	18	53	14	41	2	6	341	256	0	38	49	13	340	5721	1	52	39	9	342
No	17	0	0	14	82	3	18	0	0	347	113	2	73	24	2	347	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	51	0	0	32	63	17	33	2	4	343	369	1	49	41	9	342	13489	2	63	30	6	345
Gender																						
Female	24	0	0	13	54	10	42	1	4	343	181	1	50	39	10	343	6568	3	67	26	4	346
Male	27	0	0	19	70	7	26	1	4	344	188	1	47	44	9	341	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	11	0	0	6	55	5	45	0	0	341	145	1	28	54	17	338	2300	0	39	49	11	340
No	40	0	0	26	65	12	30	2	5	344	224	1	62	33	4	345	11195	2	68	25	4	345
Gifted/talented program																						
Yes	7	0	0	7	100	0	0	0	0	351	18	11	89	0	0	353	155	11	87	2	0	354
No	44	0	0	25	57	17	39	2	5	342	351	0	46	43	10	341	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 3
 SAU: Lewiston School Department
 School: Farwell Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	0	0	1	100	312	3	0	8	50	42	333	5	1	44	39	16	340
B. less than one hour	82	0	0	27	68	12	30	1	3	345	75	1	56	36	7	343	80	2	66	28	4	345
C. one to two hours	10	0	0	2	40	3	60	0	0	341	16	0	33	56	11	339	13	2	61	32	6	344
D. more than two hours	6	0	0	2	67	1	33	0	0	341	6	0	24	57	19	338	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	53	0	0	19	70	7	26	1	4	345	47	1	52	36	11	342	47	3	68	24	4	346
B. good	25	0	0	9	69	4	31	0	0	344	39	1	50	42	7	342	41	1	62	31	5	344
C. fair	18	0	0	2	22	6	67	1	11	338	12	0	31	60	10	340	9	0	51	41	8	342
D. poor	4	0	0	2	100	0	0	0	0	345	2	0	44	22	33	338	2	0	30	51	19	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	41	0	0	12	60	8	40	0	0	345	39	1	45	43	11	341	31	3	63	28	6	345
B. They match some of what I have learned.	39	0	0	15	79	4	21	0	0	345	42	1	58	34	7	344	49	2	68	26	3	345
C. They match just a little of what I have learned.	18	0	0	4	44	4	44	1	11	339	14	0	39	51	10	339	14	1	53	39	7	342
D. There is no match.	2	0	0	1	100	0	0	0	0	346	5	0	33	50	17	339	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	20	0	0	3	30	6	60	1	10	338	28	1	29	54	16	338	18	1	50	38	11	342
B. about the same as my regular schoolwork	57	0	0	21	72	7	24	1	3	345	54	1	62	32	5	344	57	2	68	26	3	346
C. easier than my regular schoolwork	24	0	0	8	67	4	33	0	0	344	19	0	38	49	13	339	25	1	61	31	6	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	22	0	0	5	45	6	55	0	0	342	26	0	30	51	19	338	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	40	0	0	13	65	5	25	2	10	342	46	2	54	36	8	343	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	38	0	0	13	68	6	32	0	0	345	28	0	56	40	4	344	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	38	0	0	11	58	7	37	1	5	344	26	1	58	34	6	344	22	3	67	25	4	346
B. 20 minutes to an hour	18	0	0	4	44	5	56	0	0	342	33	1	47	43	10	342	46	2	68	26	4	346
C. less than 20 minutes	14	0	0	5	71	2	29	0	0	345	24	1	44	42	13	341	18	1	56	36	8	343
D. I rarely read at home.	30	0	0	11	73	3	20	1	7	343	17	0	42	50	8	340	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	31	0	0	9	56	6	38	1	6	341	37	1	49	43	7	342	29	1	56	36	7	343
B. six to ten pages	6	0	0	0	0	2	67	1	33	327	19	0	36	55	9	340	21	2	62	31	5	344
C. eleven or more pages	63	0	0	23	72	9	28	0	0	346	44	1	54	33	12	343	50	3	68	25	5	346
Optional school/SAU question																						
A.	0										67	0	17	67	17	338						
B.	100	0	0	0	0	1	100	0	0	336	33	0	33	33	33	334						
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date:	March 2009
Grade:	3
SAU:	Lewiston School Department
School:	Farwell Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	2	5	22	7	1985	14
	2007-2008	1	2	39	10	2277	17
	2008-2009	9	18	60	16	2328	17
	Cum. Total*	12	8	121	11	6590	16
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	14	35	129	40	6990	51
	2007-2008	23	43	162	43	6764	50
	2008-2009	23	45	170	46	7045	52
	Cum. Total*	60	41	461	43	20799	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	15	38	101	31	3673	27
	2007-2008	23	43	120	32	3504	26
	2008-2009	11	22	90	24	3137	23
	Cum. Total*	49	34	311	29	10314	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	9	23	74	23	1193	9
	2007-2008	7	13	56	15	1044	8
	2008-2009	8	16	50	14	997	7
	Cum. Total*	24	17	180	17	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	30.0	62.5	29.9	62.3	31.5	65.6
A. Number	20	42	12.4	62.0	12.2	61.0	12.8	64.0
B. Data	8	17	6.2	77.5	5.9	73.8	6.1	76.3
C. Geometry	8	17	4.8	60.0	5.0	62.5	5.5	68.8
D. Algebra	12	25	6.6	55.0	6.9	57.5	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: Lewiston School Department
 School: Farwell Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	51	9	18	23	45	11	22	8	16	346	370	16	46	24	14	345	13507	17	52	23	7	348
Ethnicity																						
African American/Black	3										94	5	37	36	21	338	407	7	37	32	24	338
American Indian or Native Alaskan	1										2						99	7	47	38	7	344
Asian or Pacific Islander	0										2						223	25	45	24	7	350
Hispanic	2										13	0	31	38	31	333	162	6	44	35	15	341
Caucasian/White	45	7	16	23	51	9	20	6	13	347	259	21	49	20	10	348	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	3	33	2	22	4	44	330	66	8	36	26	30	338	2204	6	36	36	22	338
No	42	9	21	20	48	9	21	4	10	349	304	18	48	24	10	347	11303	19	55	21	4	350
Current LEP																						
Yes	1										84	6	36	37	21	339	412	7	37	35	21	339
No	50	8	16	23	46	11	22	8	16	345	286	19	49	21	11	347	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	34	6	18	14	41	7	21	7	21	343	257	11	44	28	17	343	5727	10	48	31	12	343
No	17	3	18	9	53	4	24	1	6	350	113	28	50	16	6	352	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	51	9	18	23	45	11	22	8	16	346	370	16	46	24	14	345	13501	17	52	23	7	348
Gender																						
Female	24	1	4	8	33	9	38	6	25	336	181	15	40	28	17	344	6568	16	52	24	8	348
Male	27	8	30	15	56	2	7	2	7	354	189	17	51	21	11	347	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	11	0	0	3	27	5	45	3	27	334	145	4	39	40	17	339	2300	4	43	39	14	340
No	40	9	23	20	50	6	15	5	13	349	225	24	50	14	12	350	11207	20	54	20	6	350
Gifted/talented program																						
Yes	7	4	57	3	43	0	0	0	0	366	18	56	44	0	0	366	155	73	26	1	0	368
No	44	5	11	20	45	11	25	8	18	342	352	14	46	26	14	344	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 3
SAU: Lewiston School Department
School: Farwell Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	0	0	1	100	302	3	8	17	42	33	332	5	9	38	32	21	340
B. less than one hour	82	7	18	21	53	10	25	2	5	349	75	19	52	20	8	349	80	19	54	22	5	349
C. one to two hours	10	1	20	1	20	1	20	2	40	337	16	11	35	32	23	340	13	16	51	24	9	347
D. more than two hours	6	0	0	1	33	0	0	2	67	330	6	5	19	43	33	334	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	62	6	19	15	48	4	13	6	19	347	47	21	43	21	15	347	40	25	51	17	7	351
B. good	28	2	14	6	43	5	36	1	7	345	38	14	57	20	9	347	45	14	56	24	6	348
C. fair	8	0	0	2	50	1	25	1	25	339	13	6	32	43	19	339	12	7	49	34	10	343
D. poor	2	1	100	0	0	0	0	0	0	370	2	14	14	43	29	338	3	3	35	43	20	337
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	54	7	26	11	41	4	15	5	19	348	46	24	41	26	8	348	38	23	52	19	5	351
B. They match some of what I have learned.	38	2	11	10	53	6	32	1	5	345	40	14	51	20	15	345	45	16	56	22	6	348
C. They match just a little of what I have learned.	4	0	0	2	100	0	0	0	0	351	8	0	66	21	14	343	12	10	45	33	12	343
D. There is no match.	4	0	0	0	0	0	0	2	100	324	6	0	20	40	40	334	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	10	1	20	1	20	3	60	0	0	340	25	7	44	28	22	340	17	8	45	34	13	342
B. about the same as my regular schoolwork	52	5	20	12	48	5	20	3	12	348	51	25	47	20	8	350	59	19	55	21	5	350
C. easier than my regular schoolwork	38	2	11	9	50	2	11	5	28	342	24	9	46	27	18	342	24	20	51	21	8	349
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	23	3	27	2	18	3	27	3	27	339	19	6	35	41	18	339	15	8	41	35	15	341
B. 30–45 minutes	8	0	0	3	75	0	0	1	25	343	28	17	60	19	4	349	29	16	54	23	6	348
C. 45–60 minutes	58	5	18	15	54	4	14	4	14	349	31	23	50	14	14	349	32	21	55	19	5	350
D. more than 60 minutes	10	0	0	3	60	2	40	0	0	347	21	17	33	25	24	342	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	8	0	0	0	0	2	50	2	50	323	9	0	29	44	26	334	6	6	33	39	23	337
B. two or three days a week	6	0	0	1	33	1	33	1	33	337	10	8	42	33	17	341	12	15	55	22	8	348
C. two or three times each month	16	2	25	5	63	0	0	1	13	351	19	21	49	22	9	348	26	20	56	19	5	350
D. never or almost never	70	7	20	17	49	7	20	4	11	348	62	19	49	20	13	347	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	27	1	8	4	31	6	46	2	15	339	31	10	35	37	18	340	37	14	51	27	9	346
B. two or three days a week	33	6	38	8	50	1	6	1	6	357	32	19	54	17	10	348	27	20	55	19	6	350
C. two or three times each month	17	0	0	6	75	1	13	1	13	347	17	20	44	23	13	347	19	22	53	19	6	350
D. never or almost never	23	2	18	5	45	1	9	3	27	342	20	19	53	15	13	348	18	15	51	26	8	347
Optional school/SAU question																						
A.	0										70	0	0	86	14	331						
B.	100	0	0	0	0	1	100	0	0	340	30	0	33	33	33	339						
C.	0										0											
D.	0										0											